

1003(g) School Improvement Grants

February 11, 2010



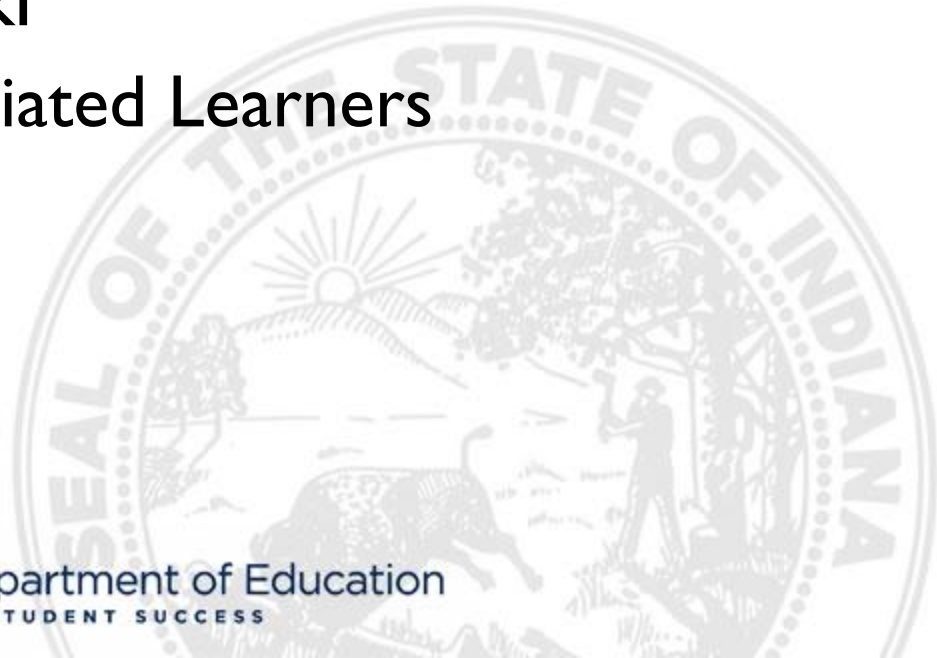
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Welcome

- Teresa Neely
 - Coordinator of Title I
- Lee Ann Kwiatkowski
 - Director of Differentiated Learners



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Agenda

- Goals and purpose of SIG grants
- Definition of “persistently lowest-achieving schools” and other eligible schools
- Roles, responsibilities, and requirements
 - Four school intervention models
 - Budget and priorities
 - Application review and approval criteria
- Timeline



“ If we are to put an end to stubborn cycles of poverty and social failure, and put our country on track for long-term economic prosperity, we must address the needs of children who have long been ignored and marginalized in chronically low-achieving schools...Our goal is to turn around the 5,000 lowest-performing schools over the next five years, as part of our overall strategy for dramatically reducing the drop-out rate, improving high school graduation rates, and increasing the number of students who graduate prepared for success in college and the workplace.”

Arne Duncan
Secretary of Education
August 2009



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Guiding Principles

- Students who attend these schools deserve better options and can't afford to wait
- Not quantity, but quality
- Need to build capacity and supports at all levels
- Not a one-year activity



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Schools in Improvement Tiers

Tier III

Tier II

Tier I –



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Which Schools Are Eligible to Receive SIG Funds? **Tier I**

Indiana's Definition of Persistently Lowest Achieving Schools:

- I. Title I schools in improvement that are in the lowest 5% of all Title I schools in improvement,**
 - And that demonstrate a lack of progress over three years in the “all students” group**
 - Based on a combination of three year average performance on ISTEP+ in reading/language arts and mathematics assessments combined;**



Which Schools Are Eligible to Receive SIG Funds? **Tier I**, *continued*

- 2. Any Title I high school in improvement, that has had a graduation rate below 60%**
- 3. Title I eligible elementary schools that are no higher achieving than highest-achieving schools that are defined as “persistently lowest-achieving schools” in Tier I and that are in the bottom 20% of all schools in the State based on proficiency rates.**



Which Schools Are Eligible to Receive SIG Funds? **Tier II**

- 1. Any secondary school that is eligible for, but does not receive, Title I, Part A funds**
 - And that is among the lowest-achieving 5% of secondary schools**
 - And demonstrates a lack of progress over three years in the “all students” group**
 - Based on a combination of 3-year average performance on ISTEP+ in English/LA and mathematics assessment combined**
- 2. Any high school that has an average graduation rate that is below 60% over 3 years**



Which Schools Are Eligible To Receive SIG Funds? **Tier II**, *continued*

3. Title I eligible secondary schools that are
 - (a) no higher achieving than the highest-achieving schools that are defined as a “persistently lowest-achieving school” in Tier II or
 - (b) high schools that have had a graduation rate below 60% over 3 years that are in the bottom 20% of all schools in the State based on proficiency rates.

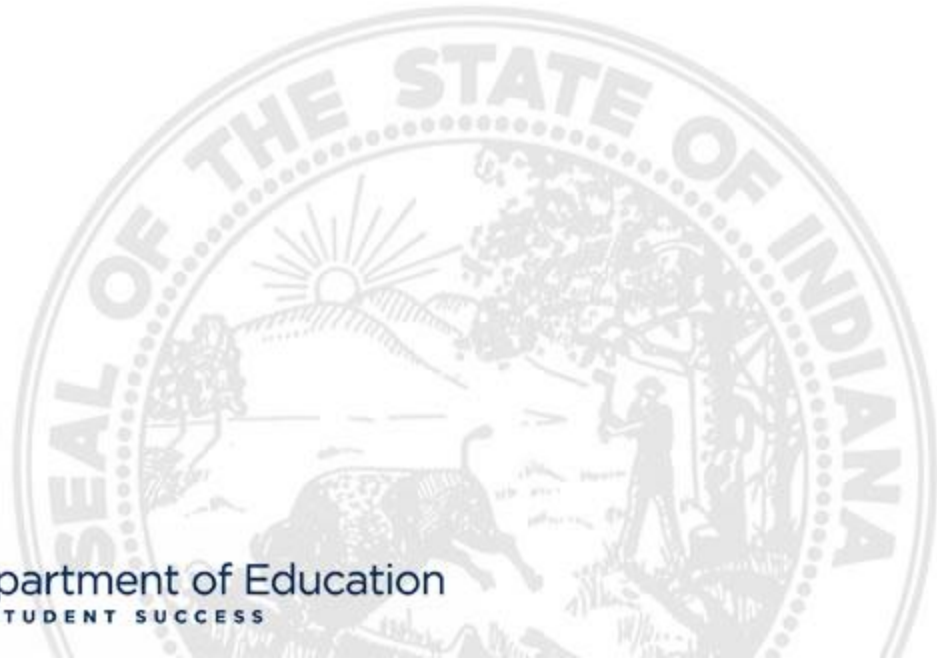


Which Schools Are Eligible To Receive SIG Funds? **Tier III**

Any Title I school in improvement, corrective action, or restructuring that is not a Tier I school.



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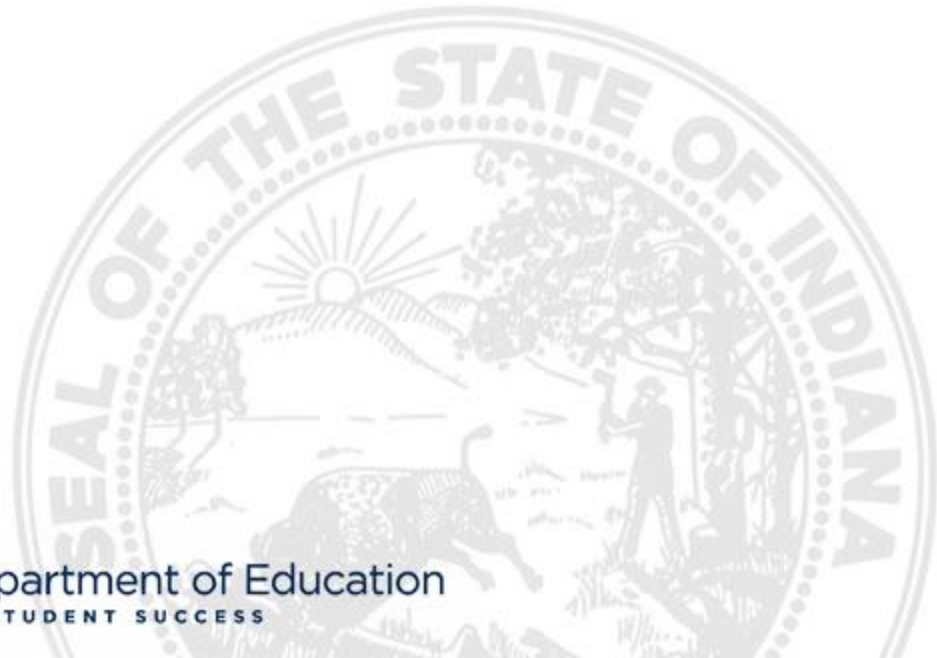


SIG School Intervention Models Required of Tier I and II Schools

1. Turnaround
2. Transformation
3. Restart
4. Closure



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I) Turnaround Model Overview

Teachers and Leaders

- Replace principal
- Use locally adopted “turnaround” competencies to review and select staff for school (rehire no more than 50% of existing staff)
- Implement strategies to recruit, place and retain staff

Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded professional development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction



I) Turnaround Model Overview

Time and Support

- Provide increased learning time for students and collaboration time for staff
- Implement social-emotional and community oriented services and supports

Governance

- Utilize new governance structure
- Allow for operating flexibility to school leader



2) Transformation Model Overview

Teachers and Leaders

- Replace principal
- Implement new evaluation system
 - Developed with staff
 - Student growth used as significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place, retain staff

Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded PD designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction



Transformation Model Overview

Time and Support

- Provide increased learning time for staff and students
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community –oriented services and supports

Governance

- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance



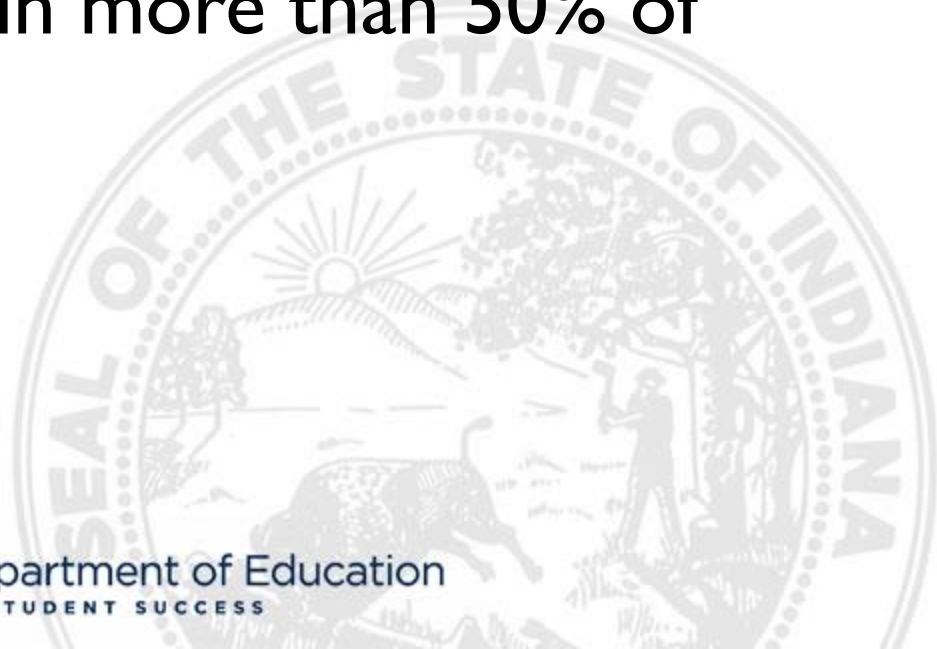
Transformation Model Overview

Exception

An LEA with nine or more Tier I or Tier II schools may not implement the Transformation Model in more than 50% of its schools.



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3) Restart Model Overview

The LEA

- Converts a school *OR*
- Closes and reopens a school under a charter school operator (CMO-EMO)
- ✓ It is run by charter management organization (CMO) or education management organization (EMO)



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3) Restart Model Overview, *continued*

- ✓ Must enroll, within the grades it serves, former student who wish to attend the school.
- ✓ Selection of EMO/CMO must occur **through a rigorous review process**, such as consideration of the applicant's team, track record, instructional programs, model's theory of action, sustainability.
 - IDOE must review the process the LEA will use/has used to select the partner



4) School Closure Model Overview

The LEA

- Closes a school and enrolls the students who attended that school in other schools in the LEA that are **higher achieving**.
 - These other schools should be within reasonable proximity to the closed school.



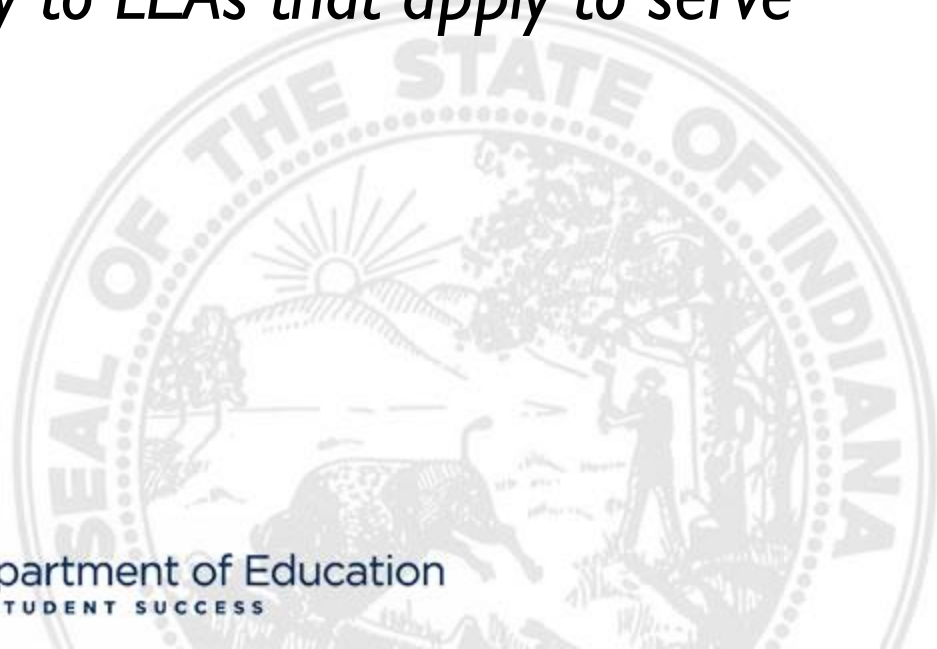
Funding and Priority

The SIG grant award to an LEA must:

- a) Include not less than \$50,000 or more than \$2,000,000 per year for each participating school.
- b) *An SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.*



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Funding and Priority, *continued*

- c) An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
- d) An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve fully, throughout the period of availability, all Tier I and Tier II schools across the State that its LEAs commit to serve.



Waivers

- Section 421(b) of the General Education Provisions Act to *extend the period of availability of SIG funds for the SEA and all of its LEAs to September 30, 2013.*
- Section 1116(b)(12) of the ESEA to *permit LEAs to allow their Tier I schools that will implement a turnaround or restart model to “start over” in the school improvement timeline.*
- Section 1114(a)(1) of the ESEA to *permit LEAs to implement a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.*



The LEA Application

- Any district or charter that is applying for one or more schools completes the LEA application through a template provided by IDOE.
- If a district is not applying for all of the eligible tier I schools, the district must provide an explanation of why.



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LEA Application, *continued*

- The district must consult with stakeholder groups for each school applying including community and parent groups.
- Collaboration with Teachers' Unions
 - The LEA must submit a letter with its application from the teachers' union indicating its agreement to fully participate in all components of the school improvement model selected.



LEA Application

School A Tier I
or II Application

School B Tier I
or II Application


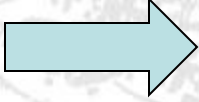
School C Tier I
or II Application

**Submit
to
IDOE**



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School's Tier I and I Application

- Before beginning the process; the LEA must complete the School Needs Assessment that is provided by IDOE.
 - The assessment provides a data-driven decision-making process to lead the LEA in concluding the most appropriate school improvement model for a particular school
 - Student achievement data (AYP) 
Student leading indicators 
Practices of effective schools.



Tier I and II Application

- For each section, the LEA is to develop several key findings or summaries from the data sources.
- LEA uses the data findings to select the most appropriate improvement model for the school.



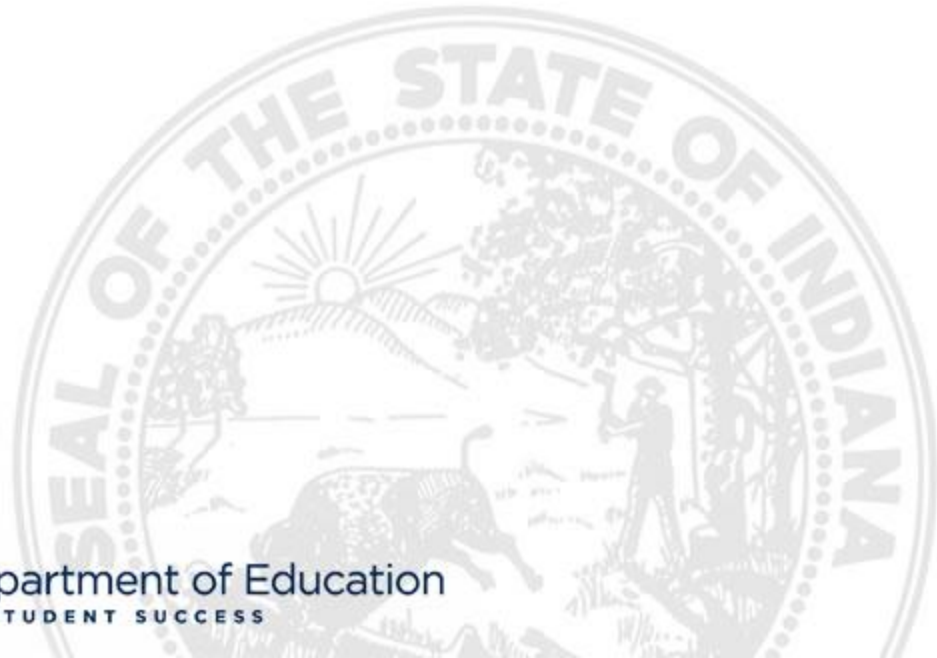
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Tier I and II Application Capacity

- Capacity to provide adequate resources and related supports to the school
- Examples



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Tier I and II Application Commitment

- Design and implement school improvement models consistent with federal application requirements.
- Recruit, screen, and select external providers and/or new principals or staff (whichever is applicable to the selected improvement model).
- Align other resources with the school improvement model.

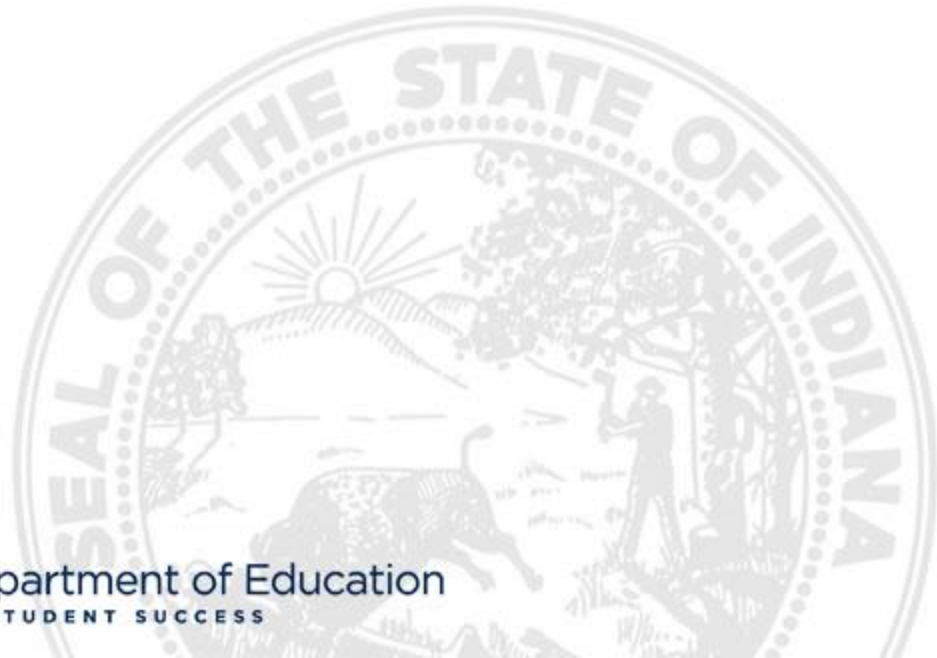


Tier I and II Application Commitment

- Modify LEA practices and policies to enable the school to implement the improvement model fully and effectively.
- Sustain the model after the funding period ends.



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Tier I and II Application Timeline for Implementation

- For each component of the model, a list of tasks and timeline for implementation must be provided
- Federal guidance notes that “the majority of the FY 2009 SIG funds will be used to fully implement the school improvement models in Tier I and II schools in the 2010-2011 school year” (F-2, p. 28).

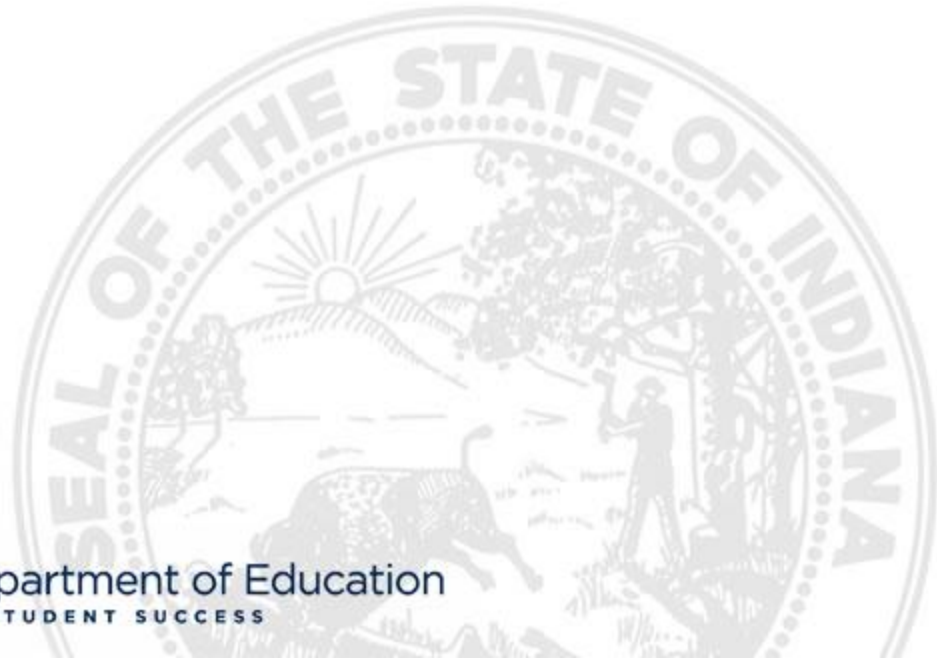


Tier I and II Application Principal Selection

- If choosing the Turnaround or Transformation model, a description of how the principal will be selected must be included.



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Tier I and II Application Annual Goals

- Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - One English/language arts goal for “all students.”
 - One mathematics goal for “all students.”
- Schools serving students in grade 12 must also include a goal related to graduation.
- Include goals for the three-year duration of the grant.

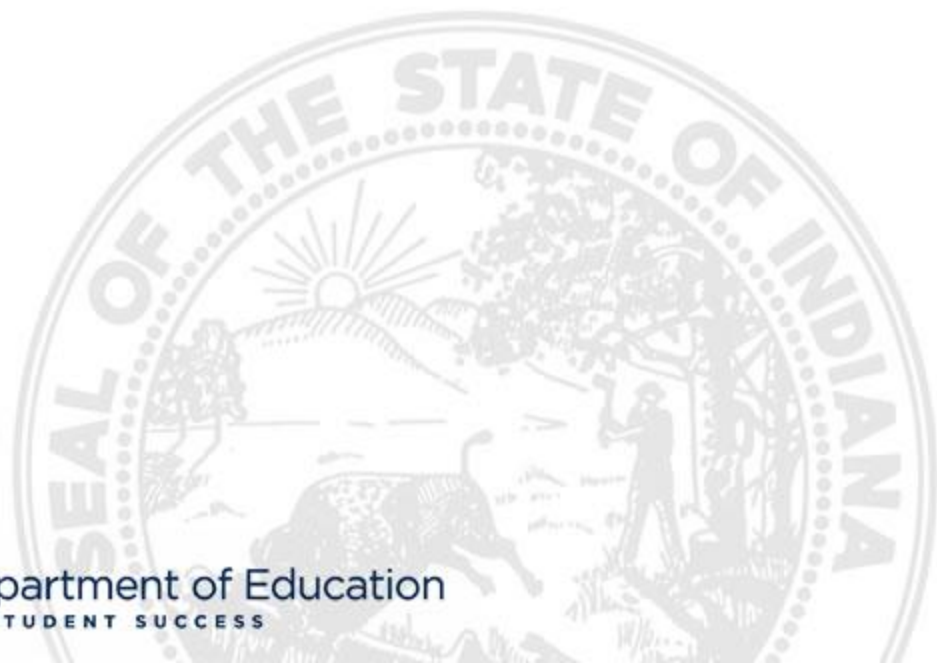


Tier I and II Application Budget

- A projected budget for each of the three years will be included.
- The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.



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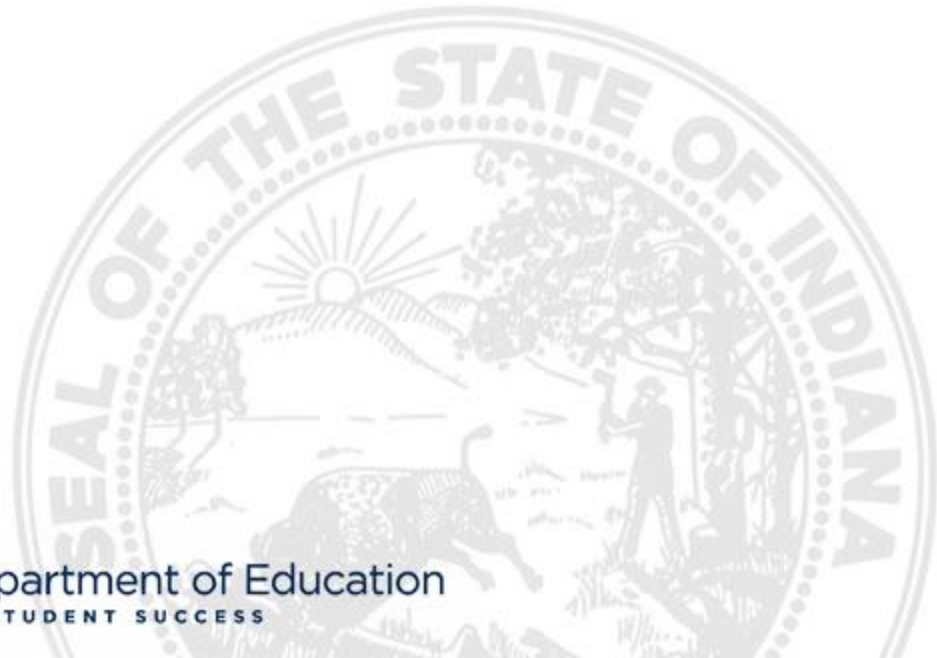


Tier I and II Application Prioritization

- A rubric will be used to prioritize schools if more applications are received than funds available.
- Priority will be given to schools in PL 221 year 4 status.



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Timeline for Notifying and Approving of SIG Applications

February

- IDOE submits SIG application to USDE
- IDOE conducts WebEx with superintendents
- IDOE receives comments from USDE; makes changes
- Within 1-3 days of USDE approval, IDOE posts Tier I and II application on website and sends letters to LEA superintendents

March

- LEA Tier I and II applications due to IDOE four weeks after posted on website

April

- IDOE reviews Tier I and II applications
- IDOE provides technical assistance for completing applications as needed
- IDOE notifies LEAs about availability of Tier III applications



Timeline for Notifying and Approving of SIG Applications, *continued*

May

- IDOE awards Tier I and II grants
- Tier III applications due
- IDOE reviews and scores Tier III applications

June

- Tier I and II schools begin implementing approved reform models
- IDOE awards Tier III grants



Questions

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